



# English Term Overview Term 3, 2022

Based on research from the Workshop Model and Gradual Release of Responsibility

- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*, second edition. Portsmouth: Heinemann. Calkins, L. (2010). *A Guide to the Reading Workshop*. Portsmouth: Heinemann.
- Tovani, C. (2011). *So What Do They Really Know?* Portland: Stenhouse.
- Fisher, D. and Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition*. 2nd ed. Alexandria: ASCD.



	Reading	Writing	Speaking & Listening
Foundation	<ul style="list-style-type: none"> <li>• Understand that texts can take many forms, and that imaginative and informative texts have different purposes <a href="#">(VCELA141)</a></li> <li>• Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality <a href="#">(VCELA142)</a></li> <li>• Explore the different contribution of words and images to meaning in stories and informative texts <a href="#">(VCELA145)</a></li> <li>• Recognise all upper- and lower-case letters and the most common sound that each letter represents <a href="#">(VCELA146)</a></li> <li>• Blend sounds associated with letters when reading consonant-vowel-consonant words <a href="#">(VCELA147)</a></li> <li>• Use comprehension strategies to understand and discuss texts listened to, viewed or read independently <a href="#">(VCELY153)</a></li> <li>• Identify some differences between imaginative and informative texts <a href="#">(VCELY154)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name <a href="#">(VCELA157)</a></li> <li>• Know how to use onset and rime to spell words where sounds map more directly onto letters <a href="#">(VCELA158)</a></li> <li>• Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge <a href="#">(VCELY160)</a></li> <li>• Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case <a href="#">(VCELY162)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that language can be used to explore ways of expressing needs, likes and dislikes <a href="#">(VCELA166)</a></li> <li>• Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words <a href="#">(VCELA168)</a></li> <li>• Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) <a href="#">(VCELA169)</a></li> <li>• Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures <a href="#">(VCELT172)</a></li> <li>• Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak <a href="#">(VCELY174)</a></li> <li>• Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact <a href="#">(VCELY175)</a></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Understand that the purposes texts serve shape their structure in predictable ways <a href="#">(VCELA176)</a></li> <li>• Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links <a href="#">(VCELA177)</a></li> <li>• Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances <a href="#">(VCELA178)</a></li> <li>• Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) <a href="#">(VCELA179)</a></li> <li>• Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning <a href="#">(VCELA180)</a></li> <li>• Recognise short vowels, common long vowels and consonant digraphs, and consonant blends <a href="#">(VCELA181)</a></li> <li>• Understand how to spell one and two syllable words with common letter patterns <a href="#">(VCELA182)</a></li> <li>• Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound <a href="#">(VCELA183)</a></li> <li>• Respond to texts drawn from a range of cultures and experiences <a href="#">(VCELY185)</a></li> <li>• Use comprehension strategies to build literal and inferred meaning s <a href="#">(VCELY186)</a></li> <li>• Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading <a href="#">(VCELY187)</a></li> <li>• Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts <a href="#">(VCELY188)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the purpose of different types of punctuation, including full stops, question marks and exclamation marks. <a href="#">(VCELA190)</a></li> <li>• Recognise and know how to use simple grammatical morphemes in word families <a href="#">(VCELA191)</a></li> <li>• Understand how to use visual memory (orthographically mapped words) to write high-frequency words, <a href="#">(VCELA184)</a></li> <li>• Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <a href="#">(VCELT192)</a></li> <li>• Build on familiar texts by using similar characters, repetitive patterns or vocabulary <a href="#">(VCELT193)</a></li> <li>• Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements <a href="#">(VCELY194)</a></li> <li>• Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation <a href="#">(VCELY195)</a></li> <li>• Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters <a href="#">(VCELY196)</a></li> <li>• Construct texts that incorporate supporting images using software including word processing programs <a href="#">(VCELY197)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people use different systems of communication to cater to different needs and purposes <a href="#">(VCELA198)</a></li> <li>• Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions <a href="#">(VCELA201)</a></li> <li>• Understand the use of vocabulary in everyday contexts and appropriate use of formal and informal terms of address in different contexts <a href="#">(VCELA202)</a></li> <li>• Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables <a href="#">(VCELA203)</a></li> <li>• Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words <a href="#">(VCELA204)</a></li> <li>• Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme <a href="#">(VCELT209)</a></li> <li>• Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language <a href="#">(VCELY211)</a></li> </ul>

<p style="text-align: center;"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose <a href="#">(VCELA212)</a></li> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction <a href="#">(VCELA214)</a></li> <li>Understand that nouns represent people, places, things and ideas <a href="#">(VCELA216)</a></li> <li>Learn some generalisations for adding suffixes to words <a href="#">(VCELA217)</a></li> <li>Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations <a href="#">(VCELA218)</a></li> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts <a href="#">(VCELY220)</a></li> <li>Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting <a href="#">(VCELY221)</a></li> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts <a href="#">(VCELY222)</a></li> <li>Analyse how different texts use nouns to represent people, places, things and ideas in particular ways <a href="#">(VCELY223)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms <a href="#">(VCELA224)</a></li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists <a href="#">(VCELA225)</a></li> <li>Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words <a href="#">(VCELA226)</a></li> <li>Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds <a href="#">(VCELA227)</a></li> <li>Create short ipersuasive texts using growing knowledge of text structures and language features <a href="#">(VCELY230)</a></li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure <a href="#">(VCELY231)</a></li> <li>Write words and sentences legibly using upper- and lower-case letters <a href="#">(VCELY232)</a></li> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs <a href="#">(VCELY233)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context <a href="#">(VCELA235)</a></li> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose <a href="#">(VCELA237)</a></li> <li>Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution <a href="#">(VCELA238)</a></li> <li>Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters <a href="#">(VCELA239)</a></li> <li>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs <a href="#">(VCELT243)</a></li> <li>Rehearse and deliver short presentations , speaking clearly and varying tone, volume and pace appropriately <a href="#">(VCELY245)</a></li> </ul>
<p style="text-align: center;"><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences <a href="#">(VCELA246)</a></li> <li>Identify the features of online texts that enhance navigation <a href="#">(VCELA247)</a></li> <li>Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters <a href="#">(VCELA249)</a></li> <li>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word <a href="#">(VCELA250)</a></li> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others <a href="#">(VCELT251)</a></li> <li>Read an increasing range of informative texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking <a href="#">(VCELY256)</a></li> <li>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features <a href="#">(VCELY257)</a></li> <li>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) <a href="#">(VCELY258)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement <a href="#">(VCELA261)</a></li> <li>Understand that paragraphs are a key organisational feature of written texts <a href="#">(VCELA259)</a></li> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense <a href="#">(VCELA262)</a></li> <li>Understand how to use letter-sound relationships and less common letter combinations to spell words <a href="#">(VCELA263)</a></li> <li>Plan, draft and publish informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose <a href="#">(VCELY266)</a></li> <li>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation <a href="#">(VCELY267)</a></li> <li>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size <a href="#">(VCELY268)</a></li> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements <a href="#">(VCELY269)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations <a href="#">(VCELA271)</a></li> <li>Examine how evaluative language can be varied to be more or less forceful <a href="#">(VCELA272)</a></li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons <a href="#">(VCELT274)</a></li> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications <a href="#">(VCELY275)</a></li> <li>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume <a href="#">(VCELY276)</a></li> </ul>

Year 4	<ul style="list-style-type: none"> <li>Identify features used in informative texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience <a href="#">(VCELA277)</a></li> <li>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout <a href="#">(VCELA278)</a></li> <li>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity <a href="#">(VCELA280)</a></li> <li>Describe the effects of ideas, text structures and language features of literary texts <a href="#">(VCELT283)</a></li> <li>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing <a href="#">(VCELY287)</a></li> <li>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts <a href="#">(VCELY288)</a></li> <li>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other <a href="#">(VCELY289)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives <a href="#">(VCELA290)</a></li> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases <a href="#">(VCELA292)</a></li> <li>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts <a href="#">(VCELA293)</a></li> <li>Understand how to use phonic generalisations to identify and write words with more complex letter combinations <a href="#">(VCELA294)</a></li> <li>Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families <a href="#">(VCELA295)</a></li> <li>Recognise homophones and know how to use context to identify correct spelling <a href="#">(VCELA296)</a></li> <li>Plan, draft and publish informative texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features <a href="#">(VCELY299)</a></li> <li>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure <a href="#">(VCELY300)</a></li> <li>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity <a href="#">(VCELY301)</a></li> <li>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements <a href="#">(VCELY302)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that social interactions influence the way people engage with ideas and respond to others <a href="#">(VCELA304)</a></li> <li>Understand differences between the language of opinion and feeling and the language of factual reporting or recording <a href="#">(VCELA305)</a></li> <li>Discuss literary experiences with others, sharing responses and expressing a point of view <a href="#">(VCELT306)</a></li> <li>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills <a href="#">(VCELY307)</a></li> <li>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes for informative texts including multimodal elements <a href="#">(VCELY308)</a></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts <a href="#">(VCELT313)</a></li> <li>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences <a href="#">(VCELT314)</a></li> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses <a href="#">(VCELT315)</a></li> <li>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context <a href="#">(VCELY317)</a></li> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources <a href="#">(VCELY319)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold <a href="#">(VCELA321)</a></li> <li>Create literary texts that experiment with structures, ideas and stylistic features of selected authors <a href="#">(VCELT327)</a></li> <li>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced <a href="#">(VCELT328)</a></li> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience <a href="#">(VCELY329)</a></li> <li>Reread and edit own and others' work using agreed criteria for text structures and language features <a href="#">(VCELY330)</a></li> <li>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements <a href="#">(VCELY332)</a></li> </ul>	<ul style="list-style-type: none"> <li>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others <a href="#">(VCELT336)</a></li> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills <a href="#">(VCELY337)</a></li> <li>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements <a href="#">(VCELY338)</a></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts <a href="#">(VCELY347)</a></li> <li>Analyse strategies authors use to influence readers <a href="#">(VCELY345)</a></li> <li>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects <a href="#">(VCELA339)</a></li> <li>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts <a href="#">(VCELA340)</a></li> <li>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning <a href="#">(VCELY346)</a></li> </ul>	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience <a href="#">(VCELY358)</a></li> <li>Reread and edit own and others' work using agreed criteria and explaining editing choices <a href="#">(VCELY359)</a></li> <li>Use a range of software, including word processing programs, learning new functions as required to create texts <a href="#">(VCELY361)</a></li> <li>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion <a href="#">(VCELA352)</a></li> <li>Experiment with text structures and language features and their effects in creating literary texts <a href="#">(VCELT355)</a></li> </ul>	<ul style="list-style-type: none"> <li>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis <a href="#">(VCELY367)</a></li> <li>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience <a href="#">(VCELY366)</a></li> <li>Use a range of software, including word processing programs, learning new functions as required to create texts <a href="#">(VCELY361)</a></li> <li>Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts <a href="#">(VCELT365)</a></li> </ul>

\*\*Progression may differ slightly